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ABSTRACT

Surveys dealing with school desegregation in San Diego, California and results are provided for the following areas: (1) registered voters; (2) parents whose children are not participating in the Magnet or Voluntary Ethnic Enrollment (VEEP) programs; (3) parents with children in VEEP; (4) parents with children enrolled in the Learning Center Program; (5) parents with children attending Magnet School programs; (6) parents of white children who left the San Diego City Schools between March 1 and October 7, 1977; (7) certificated personnel; (8) classified personnel; (9) students enrolled in secondary Magnet School programs; (10) students enrolled in elementary Magnet School programs; and (11) students enrolled in the Learning Center Program. The methodology and respondent sample for each survey presented is briefly described. (Author/EB)

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School Integration Surveys

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San Diego City Schools | San Diego, California | May 1978

SCHOOL INTEGRATION SURVEYS

1978 REPORT

Board of Education
San Diego Unified School District

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John Witt, Vice–President
Dorothea Edmiston, Member
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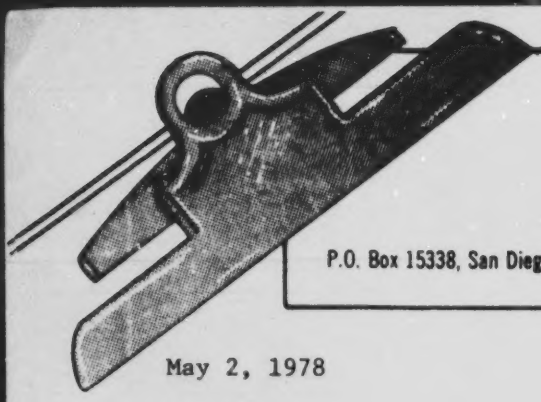
Thomas L. Goodman, Superintendent
San Diego City Schools
San Diego, California
April 26, 1978



THE SAN DIEGO POLL

P.O. Box 15338, San Diego, California 92115 Telephone: 582-1213

May 2, 1978

Dr. Thomas L. Goodman
Superintendent
San Diego City Schools
4100 Normal Street
San Diego, California 92103

Dear Dr. Goodman:

Transmitted herewith are reports on 11 surveys dealing with school integration as authorized by the Board of Education of the San Diego City Schools: (1) a registered voter survey; (2) a survey of parents whose children currently are not participating in the Magnet or VEEP programs; (3) a survey of parents with children in the VEEP; (4) a survey of parents with children enrolled in the Learning Center program; (5) a survey of parents with children attending Magnet School programs; (6) a survey of parents of white children who left the San Diego City Schools during the period March 1-October 7, 1977; (7) a certificated personnel survey; (8) a classified personnel survey; (9) a survey of students enrolled in secondary Magnet School programs; (10) a survey of students enrolled in elementary Magnet School programs; and (11) a survey of students enrolled in the Learning Center program. The number and scope of the surveys presented in this report exceed those completed by our organization last year for the San Diego City Schools. We described last year's surveys as being, collectively, the most comprehensive study ever made in an American city on attitudes toward school integration.

Hundreds of "free answer" suggestions and recommendations have been submitted by certificated and classified school personnel. These will be reviewed and summarized by our staff in collaboration with designated school administrators.

As was true in 1977, your staff this year has provided us with indispensable assistance in developing samples, doing computer work, printing, providing clerical support, and in other ways. We wish to express our gratitude to these fine people for their help.

Although we have received input from persons in and out of the San Diego City Schools, and from persons with different ideas on school integration, we bear full responsibility for the texts of the questionnaires and the design of the project.

We believe strongly that the best way we can contribute to finding solutions to the problems of school integration is by telling it as it is in the area of opinions and attitudes. This we have tried to do.

Sincerely,

Oscar J. Kaplan

Oscar J. Kaplan, Ph.D.
Research Director

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VOTER SURVEY

VOTER SURVEY

DESCRIPTION OF FIELD WORK

The field work of the School Integration Voter Survey took place during the period March 1-8, 1978. Ten experienced interviewers completed a total of 500 interviews with registered voters by telephone.

Fifty precincts from the San Diego Unified School District were selected for the survey, utilizing a random start-skip interval procedure. Precinct books were obtained from the Registrar of Voters. The precincts selected, collectively, were an exact representation of the school district electorate in terms of party registration as of January 27, 1978: Republicans, 37%; Democrats, 52%; and all others, 11%. These percentages were achieved exactly in the survey. The survey produced the following distribution of interviews in the five Board of Education Districts: A, 24%; B, 20%; C, 20%; D, 22%; E, 14%. The actual distribution of voters in the five districts on January 27, 1978, was as follows: A, 24%; B, 20%; C, 20%; D, 22%; E, 14%.

Ten interviews were completed in each of the fifty precincts. Only one interview per household was permitted. Half of the interviews were completed with men. Interviewing was permitted only between 4 p.m. and 9 p.m. on weekdays and all day on weekends in order to include employed persons.

There were 162,925 registered voters in the San Diego Unified School District on January 27, 1978.

VOTER SURVEY

1. Do you now have any children in the San Diego City Schools?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Yes	38%	36%	20%	10%	23%	26%
(2) No	62	64	80	90	77	74
	100%	100%	100%	100%	100%	100%

2. Do you have any younger children who are not in school but who will be attending the San Diego City Schools in the future?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Yes	13%	20%	9%	7%	10%	12%
(2) No	87	80	91	93	90	88
	100%	100%	100%	100%	100%	100%

3. Overall, what do you think of the San Diego City Schools? Are they:

	School Board District					
	A	B	C	D	E	TOTAL
(1) Excellent	7%	5%	8%	6%	13%	7%
(2) Good	33	33	39	30	34	34
(3) Fair	32	28	22	26	29	27
(4) Poor	12	21	9	9	11	13
(5) Not sure - no opinion	16	13	22	29	13	19
	100%	100%	100%	100%	100%	100%

4. How do you feel about the speed with which the San Diego City Schools have been moving toward racial integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Too fast	16%	15%	12%	17%	16%	15%
(2) Not fast enough	11	8	17	10	29	14
(3) Just about the right speed	39	51	49	43	39	44
(4) Not sure - no opinion	34	26	22	30	16	27
	100%	100%	100%	100%	100%	100%

5. From what you have heard, or read, or know, how good a job are the San Diego City Schools doing in carrying out their integration plan? Are they doing:

	School Board District					
	A	B	C	D	E	TOTAL
(1) A good job	27%	34%	33%	33%	27%	31%
(2) A fair job	36	30	26	37	46	34
(3) A poor job	8	6	7	6	7	7
(4) Don't know	29	30	34	24	20	28
	100%	100%	100%	100%	100%	100%

This question was presented to the respondents who stated the district was doing a poor job.

6. If "poor," why do you think they are doing a poor job?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Wasting money on integration	22%	20%	38%	25%	25%	27%
(2)	Poor organization	22	20	0	38	50	25
(3)	Process not fast enough	34	40	25	12	25	27
(4)	Favoritism for white children			12			
(5)	Too much emphasis on integration, not enough on education			12			3
(6)	Lack of safety in integrated schools: discipline problems, improper supervision	11	20				6
(7)	Other answers	11	___	13	25	___	12
		100%	100%	100%	100%	100%	100%

7. In general, do you favor or oppose children attending a school where two-thirds of the students are white (anglo) and about one-third are mostly black and Mexican-American?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Favor	53%	74%	65%	64%	53%	62%
(2)	Oppose	10	10	10	12	21	12
(3)	Not sure - no opinion	37	16	25	24	26	26
		100%	100%	100%	100%	100%	100%

8. Have you heard of Magnet Schools?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Yes	69%	73%	70%	61%	51%	66%
(2) No	31	27	30	39	49	34
	100%	100%	100%	100%	100%	100%

9. How much do you know about Magnet School programs? Would you say that you are:

	School Board District					
	A	B	C	D	E	TOTAL
(1) Very well informed	22%	14%	15%	16%	13%	16%
(2) Somewhat informed	42	56	49	42	45	47
(3) Not very well informed	36	30	36	42	42	37
	100%	100%	100%	100%	100%	100%

10. Do you happen to remember where you got most of your information about the Magnet Schools program?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Don't remember	7%	2%	7%	8%	6%	6%
(2) School meeting	13	7	7	2	3	7
(3) Mailed material	3	4		2	3	2
(4) Newspaper	53	45	44	39	60	47
(5) TV	15	13	18	27	20	17
(6) Radio		4	3	5		3
(7) Son or daughter/ student	1	7	4			3
(8) Word-of-mouth (friends, relatives)	8	18	17	17	8	15
	100%	100%	100%	100%	100%	100%

11. A Magnet School is planned to be a high quality, racially integrated school offering special studies or training in various fields. For example, there is a Science and Math Center for programs in science, mathematics, and computer technology. Another Magnet program emphasizes business subjects. Assuming that attendance at a racially integrated Magnet School is voluntary and that transportation would be provided by the school district, do you favor or oppose the development of Magnet Schools?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Favor	67%	71%	68%	67%	71%	68%
(2) Oppose	18	20	16	14	23	18
(3) Not sure - no opinion	15	9	16	19	6	14
	100%	100%	100%	100%	100%	100%

12. Now I would like your opinion about an existing racial integration program, the Voluntary Ethnic Enrollment Program. It permits students to transfer to another school if this leads to more racial balance in that school. Transportation is provided by the schools. Do you favor or oppose the Voluntary Ethnic Enrollment Program?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Favor	71%	70%	69%	70%	79%	71%
(2) Oppose	23	24	24	21	14	22
(3) Not sure - no opinion	6	6	7	9	7	7
	100%	100%	100%	100%	100%	100%

13. One possible way of achieving racial balance in the San Diego City Schools is to require the busing of children of all races. In general, do you favor or oppose the mandatory busing of school children to achieve racial balance?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Favor	7%	7%	15%	16%	32%	14%
(2) Oppose	88	92	81	78	61	81
(3) Not sure - no opinion	5	1	4	6	7	5
	100%	100%	100%	100%	100%	100%

This question was presented to respondents who stated they favor mandatory busing.

14. How strongly do you favor mandatory busing?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Very strongly	25%	6%	33%	20%	37%	25%
(2) Strongly	50	25	28	25	17	27
(3) Moderately	8	13	33	45	25	27
(4) Just slightly	17	56	6	10	21	21
	100%	100%	100%	100%	100%	100%

This question was presented to the respondents who stated they oppose mandatory busing.

15. How strongly do you oppose mandatory busing?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Very strongly	72%	74%	78%	62%	57%	70%
(2) Strongly	19	12	8	20	17	15
(3) Moderately	8	12	10	17	19	12
(4) Just slightly	1	2	4	1	7	3
	100%	100%	100%	100%	100%	100%

I'm going to read you a list of statements some people have made about school integration in San Diego. For each, tell me whether you: (1) Agree; (2) Disagree; (3) Not sure - no opinion.

16. Integration will provide a better education for most black and Mexican-American students. Do you agree or disagree?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Agree	43%	46%	55%	50%	63%	50%
(2)	Disagree	46	49	39	39	31	42
(3)	Not sure - no opinion	11	5	6	11	6	8
		100%	100%	100%	100%	100%	100%

17. Integration will provide a better education for most white (anglo) students. Do you agree or disagree?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Agree	19%	28%	36%	32%	48%	31%
(2)	Disagree	70	66	60	55	43	60
(3)	Not sure - no opinion	11	6	4	13	9	9
		100%	100%	100%	100%	100%	100%

18. Integration will risk the safety of students. Do you agree or disagree?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Agree	47%	40%	35%	45%	38%	42%
(2)	Disagree	47	51	58	43	50	50
(3)	Not sure - no opinion	6	9	7	12	12	8
		100%	100%	100%	100%	100%	100%

19. Integration will lead to an increase in discipline problems in the schools. Do you agree or disagree?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Agree	55%	53%	52%	53%	31%	50%
(2)	Disagree	37	42	45	33	59	42
(3)	Not sure - no opinion	8	5	3	14	10	8
		100%	100%	100%	100%	100%	100%

20. Integration will improve personal relationships and cultural understanding among students. Do you agree or disagree?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Agree	56%	65%	77%	69%	76%	67%
(2)	Disagree	35	29	17	20	13	24
(3)	Not sure - no opinion	9	6	6	11	11	9
		100%	100%	100%	100%	100%	100%

21. Some claim that racial integration in the San Diego City Schools can be increased on a voluntary basis if high quality educational programs such as Magnet School programs are started. Would you be willing to have the budget of the San Diego City Schools increased to pay for special programs, such as the Magnet Schools program?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Yes	44%	53%	53%	56%	57%	52%
(2)	No	43	38	33	31	34	36
(3)	Not sure - no opinion	13	9	14	13	9	12
		100%	100%	100%	100%	100%	100%

22. Do you have any suggestions on what the schools should be doing in the integration program?

	School Board District					
	A	B	C	D	E	TOTAL
(1) No suggestions	39%	53%	57%	58%	55%	52%
(2) Concern with quality education	17	13	6	8	9	11
(3) Attitudes of adults	2	7	8	3	3	5
(4) Maintenance of voluntary status, encouragement of magnets and VEEP	9	8	13	10	13	10
(5) Continuation of neighborhood school concept	15	9	8	9	11	11
(6) Disapproval of integration as waste of time and money - no good	12	8	3	7	1	7
(7) Only answer is mandatory busing			3	1	4	1
(8) Other answers	6	2	2	4	4	3
	100%	100%	100%	100%	100%	100%

23. Do you own or rent your home?

	School Board District					
	A	B	C	D	E	TOTAL
(1) Own	78%	80%	61%	57%	82%	71%
(2) Rent	22	20	39	43	18	29
	100%	100%	100%	100%	100%	100%

24. How long have you lived in San Diego County?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Less than 1 year	2%			2%	1%	1%
(2)	1-4 years	21	17	18	20	7	17
(3)	5 or more years	77	83	82	78	92	82
		100%	100%	100%	100%	100%	100%

25. Do you subscribe to a daily newspaper? Which one(s)?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	No	14%	22%	28%	34%	43%	26%
(2)	Union	36	49	39	31	30	37
(3)	Tribune	37	26	26	33	20	29
(4)	Both Union and Tribune	3		1	1	4	2
(5)	LA Times	4	1	2		3	2
(6)	Others	6	2	4	1		4
		100%	100%	100%	100%	100%	100%

26. How far did you get in school?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Less than high school	5%	2%	3%	10%	16%	6%
(2)	Completed high school	17	20	25	13	36	21
(3)	Some college or technical school	35	51	29	40	27	38
(4)	College degree	24	17	29	22	12	21
(5)	Postgraduate degree	19	10	14	15	9	14
		100%	100%	100%	100%	100%	100%

27. In which one of the following age brackets are you?

		School Board District					
		A	B	C	D	E	TOTAL
(1)	Under 21	3%	2%	3%	5%	4%	3%
(2)	21-29	11	25	17	27	13	18
(3)	30-39	23	27	26	16	10	21
(4)	40-49	25	15	12	13	23	18
(5)	50-59	18	21	20	14	24	19
(6)	60 or over	18	10	22	23	22	19
(7)	Refused to answer	2			2	4	2
		100%	100%	100%	100%	100%	100%

28. Sex of respondent:

	School Board District					
	A	B	C	D	E	TOTAL
(1) Male	50%	50%	50%	50%	50%	50%
(2) Female	50	50	50	50	50	50
	100%	100%	100%	100%	100%	100%

SURVEY OF PARENTS WITH CHILDREN NOT IN INTEGRATED PROGRAMS

SURVEY OF PARENTS WITH CHILDREN NOT IN INTEGRATED PROGRAMS

DESCRIPTION OF FIELD WORK

The samples of the Survey of Parents with Children Not in Integrated Programs were developed by the Data Systems Department of the San Diego City Schools, using random start-skip interval procedures. The samples were drawn on February 6, 1978. Random samples were drawn from within each of five ethnic classifications: white (anglo), black, Hispanic, Pan Asian, and Alaskan/American Indian. Systematically eliminated were parents with one or more children in the Magnet or VEEP programs, handicapped students in special programs, and whites (anglos) in 23 minority-isolated schools. Parents with children in the Learning Center program were not excluded.

The total sample investigated consisted of 3,005 parents, broken down ethnically as follows: white (anglo), 1,281; black, 689; Hispanic, 682; Pan Asian, 340; and Alaskan/American Indian, 13. All major ethnic groups except whites (anglos) were oversampled in order to ensure samples large enough to permit generalizations about, and comparisons among, the four major ethnic groups.

The ethnic classification of students for the purposes of the Data Systems Department is accomplished visually at the school and not by questioning the student or his or her parents. There is no information on the percentage discrepancy that may exist between the ethnic designation on the Student Data Base and the perceptions of students or parents. However, it is believed that in almost all cases the categorization of students is correct.

Of the 3,005 households in the basic total sample, 589 were unavailable for interview for such reasons as another student in the family also had been selected and a second interview was unnecessary, wrong telephone number which could not be updated, neither address nor telephone number known, no residential telephone, telephone disconnected, student had left the school system, etc. A strenuous effort was made to salvage respondents for the sample by having schools check for current information. Interviewers and office staff made extensive use of the telephone company's information service and of the Haines street-indexed directory. If these measures had not been taken, the number of "not availables" would have been much larger.

Parents without residential telephones were sent a letter inviting them to name a time and place where they could be interviewed by telephone. One parent responded to this invitation.

Results obtained in the 2,416 cases where interview by telephone appeared possible were as follows: completed interviews, 2,270; no response after at least five calls, 38; refusals, 72; language problems (other than Spanish), 36. These figures yield a completion rate of 94% in terms of possible telephone respondents.

Analysis of the reports on the 72 refusals yields the following breakdown: respondent hung up - no reason given, 31; lacked time - objected to length of interview, 13; would not discuss the subject of school integration, 14; illness, 6; and refused to participate in a telephone interview, 8.

Breakdown of the 2,270 completed interviews on the basis of ethnicity yields the following findings: white (anglo), 1,073, 47.3%; black, 485, 21.4%; Hispanic, 470, 20.8%; Pan Asian, 230, 10.0%; Alaskan/American Indian, 12, 0.5%. The actual percentage distribution of the school population at the start of the survey was: white (anglo), 64.0%; black, 14.8%; Hispanic, 14.6%; Pan Asian, 6.3%; Alaskan/American Indian, 0.3%. As previously mentioned, minorities deliberately were oversampled for the purposes of the survey.

Although total figures in this survey give more emphasis to minorities than is warranted in terms of their numbers in the school population, spot checking of questions indicates that use of weighting procedures which would represent each ethnic group exactly would not change the overall results on most questions by more than one or two percent.

All persons in the sample received a letter from the Superintendent of Schools. It stated that a telephone interview would be sought. A description of Magnet programs currently under consideration was enclosed.

All materials used in the survey were translated into Spanish, including the Superintendent's letter, description of Magnet programs, questionnaire, etc. Spanish-speaking interviewers were used as needed.

Field work started on February 15 and ended on April 2, 1978. Twenty-one interviewers were employed on the survey.

Although this survey has much in common with one performed in 1977, there are differences in the sampling (all parents were eligible in 1977), some questions have been deleted and other questions have been added, etc.

The samples used in the 1978 survey collectively represent a population of 105,746 students.

SURVEY OF PARENTS WITH CHILDREN NOT IN INTEGRATED PROGRAMS

1. What do you think of the public schools your children attend. Overall, are they:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Excellent	17%	14%	24%	23%	22%	21%
(2) Good	75	48	50	58	50	50
(3) Fair	8	29	18	14	20	21
(4) Poor		8	6	3	6	6
(5) Not sure - no opinion		1	2	2	2	2
	100%	100%	100%	100%	100%	100%

2. Do you think your child now is getting as good an education as children in other parts of the city?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	59%	48%	65%	69%	74%	66%
(2) No	8	33	13	6	9	15
(3) Not sure - don't know	33	19	22	25	17	19
	100%	100%	100%	100%	100%	100%

3. How do you feel about the speed with which the San Diego City Schools have been moving toward integration? Have they been moving too fast, not fast enough, or at just about the right speed?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Too fast	25%	5%	9%	7%	20%	13%
(2) Not fast enough	8	36	9	8	7	14
(3) Just about the right speed	42	45	67	57	52	54
(4) Not sure - no opinion	25	14	15	28	21	19
	100%	100%	100%	100%	100%	100%

4. If you were convinced that your child would get a better education than he or she now is getting in your neighborhood school, would you be willing to have your child transported to a school outside of your neighborhood?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	17%	63%	46%	32%	30%	40%
(2) No	66	32	42	59	61	51
(3) Not sure - don't know	17	5	12	9	9	9
	100%	100%	100%	100%	100%	100%

5. In general, do you favor or oppose your child attending a school where two-thirds of the students are white (anglo) and one-third are mostly black and Mexican-American?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Favor	75%	75%	77%	76%	78%	77%
(2) Oppose	17	11	8	9	7	8
(3) Not sure - no opinion	8	14	15	15	15	15
	100%	100%	100%	100%	100%	100%

The San Diego City Schools now are under a court order to take further steps toward racial and ethnic integration of the schools. Numerous integration programs are being considered. I would like to discuss some of the possibilities with you.

6. Have you ever heard of the Voluntary Ethnic Enrollment Program, the voluntary transfer transportation program?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	58%	65%	38%	45%	68%	59%
(2) No	42	35	62	55	32	41
	100%	100%	100%	100%	100%	100%

7. The Voluntary Ethnic Enrollment Program enables children to transfer to integrated schools, with transportation provided by the schools. How likely is it you will enroll your children in the Voluntary Ethnic Enrollment Program in the near future? Would you say:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Definitely	8%	15%	13%	2%	2%	7%
(2) Probably	8	20	20	12	4	11
(3) There is some chance	17	27	26	23	18	22
(4) It is unlikely	67	38	41	63	78	60
	100%	100%	100%	100%	100%	100%

8. Prior to receiving the information about the Magnet programs of the San Diego City Schools in the mail, had you heard about them?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	83%	62%	42%	46%	78%	64%
(2) No	17	37	52	52	21	34
(3) Not sure	___	1	6	2	1	2
	100%	100%	100%	100%	100%	100%

Questions 9 and 10 were presented to respondents who answered yes to question 8.

9. How much did you know about the Magnet School programs prior to receiving information about them in the mail? Would you say that you were:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very well informed	40%	23%	14%	22%	26%	23%
(2) Somewhat informed	40	46	32	40	54	48
(3) Not very well informed	20	31	54	38	20	29
	100%	100%	100%	100%	100%	100%

10. Do you happen to remember where you got most of your information about the Magnet Schools program prior to receiving information about them in the mail?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Don't remember/ didn't receive any		3%	12%	2%	2%	4%
(2) Through schools: meetings, principals, teachers	30	25	13	17	19	19
(3) Mailed material, school fliers	10	6	20	12	5	8
(4) Newspaper	30	18	12	30	43	31
(5) TV	10	21	25	17	10	15
(6) Radio				1		1
(7) Son or daughter/ student	10	6	4	7	5	5
(8) Word-of-mouth (friends, relatives)	10	21	14	14	16	17
	100%	100%	100%	100%	100%	100%

11. How would you describe a Magnet School?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	An integrated school offering special in-depth studies or training in various fields	50%	24%	24%	12%	48%	34%
(2)	Don't know	50	65	70	75	39	55
(3)	Respondent gave an incomplete definition of a Magnet School		6	3	8	7	6
(4)	Respondent gave an incorrect definition of a Magnet School		5	3	5	6	5
		100%	100%	100%	100%	100%	100%

A Magnet School is planned to be an integrated school offering special in-depth studies or training in various fields. I'm going to read a list of Magnet Schools being considered by the district. Please tell me how interested you are in each of these special schools for your children.

ELEMENTARY MAGNET PROGRAMS

The following questions were presented to parents of elementary students.

12. A language school in which children learn to speak several languages. Are you:

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Very interested	40%	47%	59%	42%	29%	41%
(2)	Somewhat interested	20	39	22	26	37	32
(3)	Not interested	40	13	16	31	32	25
(4)	Don't know		1	3	1	2	2
		100%	100%	100%	100%	100%	100%

13. A fundamental school offering a structured, strict discipline approach and focusing on the three R's

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	60%	56%	57%	64%	45%	53%
(2) Somewhat interested	40	29	25	21	22	24
(3) Not interested		14	14	13	31	21
(4) Don't know		1	4	2	2	2
	100%	100%	100%	100%	100%	100%

14. An individualized instruction program with a personal approach to the student

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	20%	57%	62%	46%	46%	51%
(2) Somewhat interested	60	26	25	25	28	27
(3) Not interested		14	10	22	25	19
(4) Don't know	20	3	3	7	1	3
	100%	100%	100%	100%	100%	100%

15. A program emphasizing career opportunities in the daily teaching of all curriculum areas

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	40%	49%	43%	44%	26%	37%
(2) Somewhat interested		31	38	21	34	32
(3) Not interested	60	16	14	30	37	27
(4) Don't know		4	5	5	3	4
	100%	100%	100%	100%	100%	100%

16. An alternative program that stresses the student's responsibility for learning, planned around a flexible class schedule

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	40%	42%	38%	32%	20%	30%
(2) Somewhat interested		28	41	25	25	29
(3) Not interested	60	27	18	33	51	37
(4) Don't know	____	3	3	10	4	4
	100%	100%	100%	100%	100%	100%

17. A math-science program

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	60%	64%	66%	65%	40%	54%
(2) Somewhat interested		24	23	19	34	27
(3) Not interested	40	11	8	16	24	17
(4) Don't know	____	1	3	____	2	2
	100%	100%	100%	100%	100%	100%

18. A program in drama, dance, music, and art, which would be added to a strong basic skills program

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	60%	45%	59%	46%	34%	44%
(2) Somewhat interested	20	36	26	32	36	33
(3) Not interested	20	18	14	19	29	22
(4) Don't know	____	1	1	3	1	1
	100%	100%	100%	100%	100%	100%

19. A bilingual program which offers children their basic education in their native tongue, be it English or Spanish, plus instruction in the other language

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested		43%	71%	31%	27%	41%
(2) Somewhat interested	20	35	14	26	33	28
(3) Not interested	60	22	13	42	38	30
(4) Don't know	20		2	1	2	1
	100%	100%	100%	100%	100%	100%

20. A university model school, with a master teacher and university students providing an enriched curriculum and a reduced adult to pupil ratio

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	20%	35%	41%	30%	27%	33%
(2) Somewhat interested	40	40	33	29	33	33
(3) Not interested	20	20	20	30	38	28
(4) Don't know	20	5	6	11	2	6
	100%	100%	100%	100%	100%	100%

21. An Olympics program for developing skills in swimming, gymnastics, and individual track and field events, but also with a strong emphasis on basic educational skills

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	60%	64%	71%	61%	39%	55%
(2) Somewhat interested	20	26	19	19	28	24
(3) Not interested	20	8	9	20	32	20
(4) Don't know		2	1		1	1
	100%	100%	100%	100%	100%	100%

22. In which of the programs I've mentioned would you be most interested for your child?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Language school		14%	16%	15%	10%	13%
(2)	Fundamental school	60	36	16	28	31	28
(3)	Individualized instruction		13	12	6	13	12
(4)	Career opportunities		3	3	6	4	4
(5)	Alternative program		1	1	1	2	1
(6)	Math-science		10	6	21	10	11
(7)	Performing arts		6	2	9	5	5
(8)	Bilingual		4	33	1	3	10
(9)	University model school		2		2	4	2
(10)	Olympics	20	8	7	7	12	6
(11)	None	20	3	4	4	6	8
		100%	100%	100%	100%	100%	100%

23. Which program is of second greatest interest?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Language school		16%	11%	11%	10%	12%
(2)	Fundamental school	25	12	10	12	10	11
(3)	Individualized instruction		7	7	7	12	9
(4)	Career opportunities	50	9	9	11	6	8
(5)	Alternative program		3		4	3	2
(6)	Math-science	25	13	16	18	16	14
(7)	Performing arts		5	8	2	10	8
(8)	Bilingual		7	12	4	8	8
(9)	University model school		4	5	8	8	6
(10)	Olympics		19	19	1	10	17
(11)	None		5	3	22	7	5
		100%	100%	100%	100%	100%	100%

SECONDARY MAGNET PROGRAMS

The following questions were presented to parents of secondary students.

24. A fundamental school emphasizing basic subjects such as mathematics and language arts, and also respect for authority. Are you:

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Very interested	60%	58%	49%	54%	35%	45%
(2)	Somewhat interested	20	25	30	20	25	26
(3)	Not interested	20	15	20	19	38	27
(4)	Don't know		2	1	7	2	2
		100%	100%	100%	100%	100%	100%

25. A science and math center for programs in science, mathematics, and computer technology

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	57%	55%	59%	54%	30%	43%
(2) Somewhat interested	14	30	29	20	33	30
(3) Not interested	29	14	12	21	35	25
(4) Don't know	___	1	___	5	2	2
	100%	100%	100%	100%	100%	100%

26. A secondary intercultural language program in English and Spanish

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	14%	38%	63%	28%	16%	31%
(2) Somewhat interested	29	31	15	23	27	25
(3) Not interested	57	31	22	46	56	43
(4) Don't know	___	___	___	3	1	1
	100%	100%	100%	100%	100%	100%

27. A performing arts center for music, drama, dance, and TV

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	43%	38%	43%	31%	22%	31%
(2) Somewhat interested		32	31	28	27	29
(3) Not interested	57	29	26	36	50	39
(4) Don't know	___	1	___	5	1	1
	100%	100%	100%	100%	100%	100%

28. A center for urban studies: major emphasis on law, law enforcement, government, education, and social services

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	57%	58%	59%	37%	23%	39%
(2) Somewhat interested	14	27	27	29	34	31
(3) Not interested	29	14	14	27	42	29
(4) Don't know	___	1	___	7	1	1
	100%	100%	100%	100%	100%	100%

29. A career high school (Wright Brothers) which prepares students for jobs in such areas as office occupations, construction, industry, and personal services

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	57%	56%	68%	46%	36%	48%
(2) Somewhat interested	29	24	17	19	22	21
(3) Not interested	14	19	15	30	41	30
(4) Don't know	___	1	___	5	1	1
	100%	100%	100%	100%	100%	100%

30. A center for marketing, graphics, and management which prepares students for jobs in such fields as retailing, wholesaling, graphics, advertising, real estate, and small business management

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	57%	58%	53%	39%	30%	41%
(2) Somewhat interested	14	25	29	24	28	27
(3) Not interested	29	17	18	33	41	31
(4) Don't know	___	___	___	4	1	1
	100%	100%	100%	100%	100%	100%

31. A center for business and management which gives students entry-level training in such areas as accounting, data processing, finance, and insurance

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	57%	59%	59%	41%	30%	43%
(2) Somewhat interested	29	25	25	24	29	27
(3) Not interested	14	15	16	29	40	29
(4) Don't know	____	1	____	6	1	1
	100%	100%	100%	100%	100%	100%

32. A center for industry with courses in such subjects as auto mechanics, metalworking, plastics, aviation, and electronics

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	57%	53%	61%	49%	35%	45%
(2) Somewhat interested	29	24	23	18	20	21
(3) Not interested	14	23	16	28	44	33
(4) Don't know	____	____	____	5	1	1
	100%	100%	100%	100%	100%	100%

33. An evening high school with hours from 4-9:30 p.m., Monday through Thursday, offering both academic and career courses

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Very interested	43%	47%	38%	34%	24%	33%
(2) Somewhat interested		23	33	16	18	22
(3) Not interested	43	29	29	47	57	44
(4) Don't know	14	1	____	3	1	1
	100%	100%	100%	100%	100%	100%

34. In which of the programs I've mentioned would you be most interested for your child?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Fundamental school	14%	29%	21%	26%	26%	26%
(2)	Science and math center		17	13	24	15	16
(3)	Intercultural language program		3	15	4	4	6
(4)	Performing arts center		3	3	2	6	4
(5)	Urban studies center	14	4	7	2	2	4
(6)	Wright Brothers Career High School	30	12	11	7	9	10
(7)	Marketing, graphics, and management center	14	8	4	2	3	4
(8)	Business and management center		9	7	4	4	6
(9)	Industry center		4	6	5	7	6
(10)	Evening high school	14	3	3		2	2
(11)	None	14	8	10	24	22	16
		100%	100%	100%	100%	100%	100%

35. Which program is of second greatest interest?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Fundamental school	17%	6%	5%	11%	8%	7%
(2)	Science and math center	17	10	17	9	14	14
(3)	Intercultural language program	17	7	14	4	6	8
(4)	Performing arts center		8	8	5	10	9
(5)	Urban studies center		11	7	7	3	6
(6)	Wright Brothers Career High School		13	12	9	11	11
(7)	Marketing, graphics, and management center		9	6	5	9	8
(8)	Business and management center		18	13	13	11	12
(9)	Industry center	17	8	9	16	8	9
(10)	Evening high school		5	3	3	4	4
(11)	None	32	5	6	18	16	12
		100%	100%	100%	100%	100%	100%

36. Assuming the district provided transportation to this integrated Magnet School, how likely is it you would send your child for at least one year during the 12 years of public school:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Definitely	29%	26%	19%	17%	9%	16%
(2) Probably	13	30	33	31	17	24
(3) There is some chance	29	27	26	13	28	26
(4) It is unlikely		13	18	28	42	29
(5) Don't know	29	4	4	11	4	5
	100%	100%	100%	100%	100%	100%

The following questions were asked of everyone.

37. The San Diego City Schools now are offering a number of Magnet programs. Is there any special reason why your child was not enrolled in one of these programs?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) No special reason	17%	40%	31%	26%	17%	26%
(2) Hadn't heard about them	17	24	38	26	14	22
(3) Prefer present school	58	23	18	32	49	35
(4) Have doubts about their academic quality			1		2	1
(5) Have concerns about safety of child		1	1		2	2
(6) Extends school day		2	2	2	1	1
(7) Not interested in offered Magnet programs		2	5	5	6	5
(8) Other reasons	8	8	4	9	9	8
	100%	100%	100%	100%	100%	100%

38. Do you have any reservations or concerns about Magnet School programs? What are your concerns?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Have no reservations or concerns	66%	72%	78%	62%	52%	62%
(2)	Poor discipline		1			1	1
(3)	Unfair treatment		1		1		
(4)	Conflicting social and cultural values		3	2	2	7	5
(5)	Lower academic standards	17	5	4	6	8	6
(6)	Lack of safety		1	1	1	3	2
(7)	Transportation (having to go by bus)	17	9	10	12	17	14
(8)	Other concerns	____	8	5	16	12	10
		100%	100%	100%	100%	100%	100%

39. Which is your next most serious concern?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Have no reservations or concerns	83%	62%	42%	53%	41%	45%
(2) Poor discipline		2	4		3	3
(3) Unfair treatment		4			1	1
(4) Conflicting social and cultural values		3	42		6	4
(5) Lower academic standards		11	3	10	14	21
(6) Lack of safety	17	6	3	12	9	7
(7) Transportation (having to go by bus)		6	4	13	11	9
(8) Other concerns		6	2	12	15	10
	100%	100%	100%	100%	100%	100%

40. If transportation is provided at a convenient time, would you be willing to visit a Magnet School so that you could see the facilities, meet the teachers, and learn more about the program?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	33%	82%	79%	68%	58%	69%
(2) No	50	13	14	22	32	23
(3) Not sure	17	5	7	10	10	8
	100%	100%	100%	100%	100%	100%

Questions 41-43 were presented if respondent lived outside Southeast San Diego (Southeast San Diego postal zones: 2, 13, 14, 39).

41. Suppose a city-wide integration plan, with transportation furnished, assigns your child to a good school in a minority neighborhood in Southeast San Diego. The school is about 30-45 minutes away, and the students are about half white (anglo) and about half minority, mostly Mexican-American and black. Would you go along with this or not if the assignment is for one year out of 12 years?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	18%	49%	38%	29%	20%	27%
(2) No	73	42	46	58	68	61
(3) Not sure	9	9	16	13	12	12
	100%	100%	100%	100%	100%	100%

42. Suppose a city-wide integration plan, with transportation furnished, assigns your child to a good school in a minority neighborhood in Southeast San Diego. The school is about 30-45 minutes away, but this time the students are about two-thirds white (anglo) and about one-third minority, mostly Mexican-American and black. Would you go along with this or not if the assignment is for one year out of 12 school years?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	18%	54%	40%	31%	23%	30%
(2) No	64	38	45	55	65	58
(3) Not sure	18	8	15	14	12	12
	100%	100%	100%	100%	100%	100%

The following question was presented if the respondent answered no or not sure to both questions 41 and 42.

43. If this actually happens, will you:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Move to another district	11%	8%	8%	11%	14%	13%
(2) Transfer to private schools	45	23	26	22	35	31
(3) Other answers	22	22	7	30	17	17
(4) Not sure	22	47	59	37	34	39
	100%	100%	100%	100%	100%	100%

Questions 44-46 were presented if respondent lived in Southeast San Diego (Southeast San Diego postal zones 2, 13, 14, 39).

44. Suppose a city-wide integration plan, with transportation furnished, assigns your child to a good school outside Southeast San Diego. The school is about 30-45 minutes away, and the students are about one-third minority, mostly Mexican-American and black, and two-thirds majority (anglo). Would you go along with this if the assignment is for one year out of 12 years?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes	100%	66%	61%	49%	38%	60%
(2) No		21	25	36	40	25
(3) Not sure		13	14	15	22	15
	100%	100%	100%	100%	100%	100%

45. Suppose a city-wide integration plan, with transportation furnished, assigns your child to a good school outside Southeast San Diego. The school is about 30-45 minutes away, but this time the students are about half white (anglo) and about half minority, mostly Mexican-American and black. Would you go along with this if the assignment is for one year out of 12 school years?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Yes		74%	65%	57%	39%	66%
(2) No		17	22	30	39	22
(3) Not sure		9	13	13	22	12
		100%	100%	100%	100%	100%

The following question was presented if the respondent answered no or not sure to both questions 44 and 45.

46. If this actually happens, will you:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Move to another district		4%	11%	19%	22%	11%
(2) Transfer to private schools		14	11	13	31	15
(3) Other answers		32	12	32	25	25
(4) Not sure		50	66	36	22	49
		100%	100%	100%	100%	100%

The following questions were presented to everyone.

47. If it becomes necessary to transport your child to another part of the city, would you be most concerned:

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	About the bus ride itself	8%	15%	8%	14%	19%	15%
(2)	About a lowered quality of education in the new school		15	4	6	8	8
(3)	About your child's safety in the new school	42	21	21	38	20	22
(4)	All of equal concern	50	43	60	35	48	49
(5)	Not sure - no opinion		6	7	7	5	6
		100%	100%	100%	100%	100%	100%

48. Now here are a few items we need for statistical purposes. How far did you go in school?

		Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1)	Less than high school		22%	47%	13%	7%	19%
(2)	Completed high school	25	28	26	24	25	26
(3)	Some college or a technical school	59	40	19	34	38	34
(4)	A college degree	8	7	5	21	22	15
(5)	A postgraduate degree	8	3	3	8	8	6
		100%	100%	100%	100%	100%	100%

49. In which one of the following age brackets are you?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Under 21			1%	1%		
(2) 21-29	17	22	14	9	11	14
(3) 30-39	41	46	45	42	48	46
(4) 40-49	25	24	29	38	33	31
(5) 50-59	17	7	9	8	8	8
(6) 60 or over	____	1	2	2	____	1
	100%	100%	100%	100%	100%	100%

50. Do you subscribe to a daily newspaper? Which one(s)?

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) No	50%	44%	59%	42%	21%	36%
(2) Union	33	34	18	39	45	36
(3) Tribune	17	18	17	15	24	21
(4) Both Union and Tribune		1			2	1
(5) LA Times			2	2	1	1
(6) Others	____	3	4	2	7	5
	100%	100%	100%	100%	100%	100%

51. Sex of respondent:

	Alaskan/ Indian	Black	Hispanic	Pan Asian	White (Anglo)	TOTAL
(1) Male	42%	22%	30%	53%	28%	30%
(2) Female	58	78	70	47	72	70
	100%	100%	100%	100%	100%	100%

VOLUNTARY ETHNIC ENROLLMENT PROGRAM SURVEY

VOLUNTARY ETHNIC ENROLLMENT PROGRAM SURVEY

DESCRIPTION OF FIELD WORK

Using a random start-skip interval procedure, the Data Systems Department of the San Diego City Schools selected 678 parents with children in the Voluntary Ethnic Enrollment Program (VEEP) for inclusion in the survey sample. The sample was drawn on February 24, 1978, from a total population of 3,565.

Nine interviewers completed questionnaires with 499 respondents by telephone during the period March 13-20, 1978. Telephone calls were preceded by a letter mailed from the Office of the Superintendent, announcing the survey.

The 179 parents in the original sample with whom interviews were not completed are accounted for as follows: duplicate households with more than one child in VEEP, 16; language problems in interviewing, 9; child no longer in VEEP, 4; not at home after 5 calls, 37; refusals, 7; wrong number, phone disconnected, no phone, 85. After attainment of the quota of approximately 500 interviews, 30 parents still remained to be contacted. They were eliminated from the sample.

VEEP children were distributed by educational level as follows: elementary, 101; secondary, 398.

VOLUNTARY ETHNIC ENROLLMENT PROGRAM SURVEY

1. Do you happen to remember where you got most of your information about the Voluntary Ethnic Enrollment Program before enrolling your child in it?

	Elementary	Secondary	TOTAL
(1) Don't remember/wasn't informed	12%	19%	17%
(2) Through schools: principals, teachers, etc.	20	30	28
(3) Mailed material, school fliers	22	11	14
(4) Newspaper	4	4	4
(5) Son or daughter/student		11	9
(6) Word-of-mouth (friends/relatives)	40	22	25
(7) Other answers	2	3	3
	100%	100%	100%

2. What was your major reason for enrolling your child in the Voluntary Ethnic Enrollment Program?

	Elementary	Secondary	TOTAL
(1) Wanted better education for child	75%	61%	64%
(2) Wanted to support voluntary school integration program	12	7	8
(3) Requested by child	1	18	15
(4) Had difficulties in neighborhood school, disliked neighborhood school	12	14	13
	100%	100%	100%

3. Was there any other reason?

	Elementary	Secondary	TOTAL
(1) Wanted better education for child	9%	7%	7%
(2) Wanted to support voluntary school integration program	12	5	7
(3) Requested by child	2	3	3
(4) No other reason	77	85	83
	100%	100%	100%

4. Who had the greatest interest in enrolling your child in the Voluntary Ethnic Enrollment Program: you (your spouse), or your child, or were you both equally interested?

	Elementary	Secondary	TOTAL
(1) Parent	41%	26%	29%
(2) Child	1	13	11
(3) Both equally interested	58	61	60
	100%	100%	100%

5. Did anyone from the San Diego City Schools contact you and ask you to enroll your child in the Voluntary Ethnic Enrollment Program? How were you contacted?

	Elementary	Secondary	TOTAL
(1) No one from schools contacted respondent	95%	91%	92%
(2) Contacted personally	3	4	3
(3) Contacted by phone	1	1	1
(4) Contacted by mail	1	4	4
	100%	100%	100%

6. As a result of participating in the Voluntary Ethnic Enrollment Program is your child getting a better education, not as good an education, or is it about the same as it was before your child enrolled in the program?

	Elementary	Secondary	TOTAL
(1) Better education	81%	60%	64%
(2) Not as good an education	0	4	4
(3) Education about same as before enrolling in VEEP	14	27	24
(4) Don't know	5	9	8
	100%	100%	100%

This question was presented to the respondents who stated that their children were getting a better education.

7. Why do you think that your child is getting a better education?

	Elementary	Secondary	TOTAL
(1) Better teachers	16%	14%	14%
(2) Better facilities: equipment, building	9	3	5
(3) More learning: better curriculum, improved grades, higher standards	48	63	58
(4) Better discipline, environment more conducive to learning	6	6	6
(5) More individual attention, smaller classes	17	3	7
(6) More pleasant environment		6	5
(7) Peers serious about studies	4	4	4
(8) Other answers		1	1
	100%	100%	100%

This question was presented to the respondents who stated that their children were not getting as good an education.

8. Why do you think your child isn't getting as good an education?

	Elementary	Secondary	TOTAL
(1) Poorer teachers	0%	38%	37%
(2) Child not performing as well, poorer grades	100	45	47
(3) Child not getting along with classmates		6	11
(4) Child's inability to stay after school for library use, extra help		11	5
	100%	100%	100%

9. As compared with the school that your child attended before enrolling in the Voluntary Ethnic Enrollment Program, does your child like his/her present school:

	Elementary	Secondary	TOTAL
(1) More	69%	51%	55%
(2) Less	3	10	8
(3) About the same	16	26	24
(4) Don't know	12	13	13
	100%	100%	100%

This question was presented to the respondents who stated that their children liked their present school more.

10. Why does he/she like his/her present school more?

	Elementary	Secondary	TOTAL
(1) Better teachers	29%	10%	15%
(2) Better facilities: books, equipment	2	1	1
(3) More learning: better performance, improved grades, more interesting subjects	30	39	37
(4) Better discipline, organization	10	12	11
(5) More individual attention	4	2	3
(6) Nicer neighborhood	2	5	4
(7) More likable classmates, more friends	19	27	25
(8) Other answers	4	4	4
	100%	100%	100%

This question was presented to the respondents who stated that their children liked their former school more.

11. Why does your child prefer his/her former school?

	Elementary	Secondary	TOTAL
(1) Friendlier teachers		29%	27%
(2) Better facilities		3	2
(3) More success, better grades		5	5
(4) Less pressure, more relaxed atmosphere		5	5
(5) More attention, smaller classes		3	2
(6) Friendlier neighborhood		3	2
(7) Better friends	100	47	52
(8) Other answers		5	5
	100%	100%	100%

12. Does your child have any problems in going to school by bus?

	Elementary	Secondary	TOTAL
(1) Yes	18%	20%	19%
(2) No	76	79	78
(3) Doesn't go by bus	6	1	3
	100%	100%	100%

13. What problems does your child have?

	Elementary	Secondary	TOTAL
(1) Bus schedule	39%	51%	48%
(2) Student disorder on bus	44	23	27
(3) Overcrowding	6	16	14
(4) Bus driver disagreeable	11	10	11
	100%	100%	100%

14. Do you have any suggestions for improving the Voluntary Ethnic Enrollment Program? What are your suggestions?

	Elementary	Secondary	TOTAL
(1) No suggestions	60%	69%	67%
(2) Improvement in bus situation	12	13	12
(3) Better academic programs	2	2	2
(4) Continuation of voluntary status	7	4	5
(5) More emphasis on welcoming VEEP students	4	4	4
(6) Two-way busing	6	4	4
(7) Child and parent participation in after-school activities	3	1	4
(8) Other answers	6	3	2
	100%	100%	100%

15. Do you think that your child will continue on in the Voluntary Ethnic Enrollment Program in September?

	Elementary	Secondary	TOTAL
(1) Yes	86%	80%	81%
(2) No	7	11	10
(3) Not sure	7	9	9
	100%	100%	100%

16. Why won't your child continue in the Voluntary Ethnic Enrollment Program? (Why are you not sure that your child will continue in the Voluntary Ethnic Enrollment Program?)

	Elementary	Secondary	TOTAL
(1) Will be moving/graduating	80%	67%	69%
(2) Wants to be closer to home		8	7
(3) Was not treated well by students/ teachers		8	7
(4) Was not doing well academically, not learning as much; was making poorer grades		14	12
(5) Had too many bus problems	20	3	5
	100%	100%	100%

17. Now here are a few items we need for statistical purposes. How far did you go in school?

	Elementary	Secondary	TOTAL
(1) Less than high school	18%	33%	30%
(2) Completed high school	20	27	26
(3) Some college or a technical school	36	33	33
(4) A college degree	21	6	9
(5) A postgraduage degree	5	1	2
	100%	100%	100%

18. In what grade is your child who now is enrolled in the Voluntary Ethnic Enrollment Program?

	Elementary	Secondary	TOTAL
(1) Grades 1-6	100%		20%
(2) Grades 7-9		63	51
(3) Grades 10-12		37	29
	100%	100%	100%

19. How many years has your child been in the Voluntary Ethnic Enrollment Program?

	Elementary	Secondary	TOTAL
(1) 1	53%	39%	42%
(2) 2	22	26	25
(3) 3	12	16	15
(4) 4	8	7	7
(5) 5 or more	5	12	11
	100%	100%	100%

20. In which one of the following age brackets are you?

	Elementary	Secondary	TOTAL
(1) Under 21		50%	0%
(2) 21-29	20	25	7
(3) 30-39	46	20	45
(4) 40-49	30	4	35
(5) 50-59	4		10
(6) 60 or over		1	3
	100%	100%	100%

21. Do you subscribe to a daily newspaper? Which one(s)?

	Elementary	Secondary	TOTAL
(1) No	47%	50%	50%
(2) Union	27	25	25
(3) Tribune	20	20	20
(4) Both Union and Tribune	1	4	3
(5) LA Times	4	0	1
(6) Other answers	1	1	1
	100%	100%	100%

22. Sex of respondent:

	Elementary	Secondary	TOTAL
(1) Male	15%	22%	20%
(2) Female	85	78	80
	100%	100%	100%

LEARNING CENTER SURVEY

DESCRIPTION OF FIELD WORK

The parent sample for the Learning Center Survey was drawn on March 21, 1978. Since the total population from which it was drawn on that date consisted of only 932 children, the random start-skip interval sampling procedure was not used. Instead, the first 627 in the population where chosen on the basis of birth date.

Eight interviewers completed questionnaires with 484 parents by telephone during the period March 23-29, 1978. Telephone calls were preceded by a letter mailed from the Office of the Superintendent, announcing the survey.

The 143 parents in the original sample with whom interviews were not completed are accounted for as follows: no phone, phone disconnected, wrong number, 112; refusals, 3; not at home after 5 calls, 15; language problem, 4; child not currently attending Learning Center, 9.

The ethnic distribution of the Learning Center children was: white (anglo), 338; black, 70; Hispanic, 47; Pan Asian, 28; Alaskan/American Indian, 1.

LEARNING CENTER SURVEY

1. Your child currently is attending Grantville Music/Art Learning Center one day a week. How would you rate the education that your child is now getting in the Learning Center program? Is your child's education in the Learning Center program:

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Excellent	29%	45%	19%	18%	22%
(2) Good	37	27	43	35	35
(3) Fair	13	10	19	15	15
(4) Poor	2	4		7	5
(5) Not sure - no opinion	19	14	19	25	23
	100%	100%	100%	100%	100%

This question was presented to the respondents who rated the education their child was getting at the Learning Center excellent or good.

2. Why is it excellent or good?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Good learning experience, program enrichment	36%	52%	33%	61%	54%
(2) Meeting new people, making new friends	2			4	3
(3) Good organization, discipline				1	0
(4) Personal attention				3	2
(5) Child's enjoyment, fun, something new and interesting	60	48	67	27	38
(6) Good teachers				4	3
(7) No special reason	2				
	100%	100%	100%	100%	100%

This question was presented to the respondents who rated the education their child was getting at the Learning Center fair or poor.

3. Why was it only fair or poor?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Waste of time, no learning	75%	40%	67%	72%	70%
(2) Difficulty getting along with classmates				4	3
(3) Disciplinary, organizational problems		20	17	7	8
(4) Too many children, not enough attention				3	2
(5) Boredom, no fun	25	40		14	15
(6) Other answers			16		2
	100%	100%	100%	100%	100%

4. How does your child feel about going to the Learning Center? Does your child like going to it? Does your child dislike going to it? Or does your child take a neutral attitude toward it?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Likes going	84%	89%	76%	63%	69%
(2) Dislikes going	6	11	4	23	18
(3) Neutral attitude	4		16	13	11
(4) Not sure - no opinion	6		4	1	2
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that the child liked going to the Learning Center.

5. Why does your child like going to the Learning Center?

		Black	Hispanic	Pan Asian	White	TOTAL
(1)	Enjoyable subjects, new learning	27%	24%	16%	35%	31%
(2)	Meeting new people, enjoying friends	4	15	16	6	7
(3)	Bus ride		7	10	5	5
(4)	Enjoyment, fun	64	51	58	47	51
(5)	Teacher	5	3		7	6
		100%	100%	100%	100%	100%

This question was presented to the respondents who stated that the child disliked the Learning Center.

6. Why does your child dislike going to the Learning Center?

		Black	Hispanic	Pan Asian	White	TOTAL
(1)	No learning, waste of time	0%	20%	0%	26%	25%
(2)	Dislike of classmates	33	20		31	30
(3)	Discipline problems - either too relaxed or too strict				10	9
(4)	Dislike of bus - either too much time or schedule problems				29	6
(5)	No fun, boredom	33	60	100	2	25
(6)	Teacher	34				3
(7)	Other answers				2	2
		100%	100%	100%	100%	100%

7. Do you have any suggestions for improving the Learning Center program?

		Black	Hispanic	Pan Asian	White	TOTAL
(1)	No	81%	72%	96%	59%	66%
(2)	More parent-school contact	1			8	6
(3)	Stronger academic program	6	22	4	14	13
(4)	Solutions to bus problems	6			4	4
(5)	More days in Learning Center	3			2	2
(6)	Involvement of more children	3			1	1
(7)	Solutions to discipline problems		4		7	5
(8)	Other answers		2		5	3
		100%	100%	100%	100%	100%

8. Based on your child's experience, do you favor or oppose the continuation of the Learning Center program?

		Black	Hispanic	Pan Asian	White	TOTAL
(1)	Favor	87%	83%	68%	75%	77%
(2)	Oppose	3	11	16	14	12
(3)	Not sure - no opinion	10	6	16	11	11
		100%	100%	100%	100%	100%

MAGNET SCHOOL SURVEY

DESCRIPTION OF FIELD WORK

Using a random start-skip interval procedure, the Data Systems Department of the San Diego City Schools selected 682 parents with children in Magnet programs from a total population of 4,310. The sample was drawn on April 10, 1978. It was derived from the following schools: Benchley, Encanto, Lindbergh, Fremont, Silver Gate, Rolando Park, Webster, Muir, Wright Brothers, Intercultural Language programs at Longfellow and Oak Park, and the Urban Studies program at Morse.

Ten interviewers completed questionnaires with 501 parents by telephone during the period March 13-20, 1978. Telephone calls were preceded by a letter mailed from the Office of the Superintendent, announcing the survey.

The 181 parents in the original sample with whom interviews were not completed are accounted for as follows: phone disconnected, wrong phone number, no phone, 108; not at home after 5 calls, 40; refusals, 7; language problem, 3. After attainment of the goal of approximately 500 interviews, 18 parents still remained to be contacted. They were eliminated from the sample.

Ethnic breakdown of the sample was: white (anglo), 335; black, 101; Hispanic, 48; Pan Asian, 14; Alaskan/American Indian, 3.

Of the 501 parents in the sample, 438 had children in elementary schools, and 63 had children in secondary schools.

MAGNET SCHOOL SURVEY

1. What was your major reason for enrolling your child in the Magnet School program?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Wanted better education for child	65%	57%	29%	43%	49%
(2) Wanted to support voluntary school integration program	9	11	14	6	7
(3) Requested by child	4	11	14	5	6
(4) Neighborhood school is Magnet	15	17	29	37	30
(5) Suggested by principal/teacher	1	4	7	1	1
(6) Child was not doing well elsewhere	6		7	8	7
	100%	100%	100%	100%	100%

2. Was there any other reason?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Wanted beter education for child	11%	5%	25%	21%	18%
(2) Wanted to support voluntary school integration program	4	5		3	3
(3) Requested by child	2			3	2
(4) No other reason	83	90	75	73	77
	100%	100%	100%	100%	100%

3. Who had the greatest interest in enrolling your child in the Magnet School program: you (your spouse), or your child, or were you both equally interested?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Parent	65%	64%	36%	62%	62%
(2) Child	8	9	14	7	7
(3) Both equally interested	27	27	50	31	31
	100%	100%	100%	100%	100%

4. Do you happen to remember where you got most of your information about the Magnet School program before enrolling your child in it?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Don't remember/didn't receive any	10%	19%	14%	20%	17%
(2) Through schools: meetings, counselors, principals, teachers	26	13	44	26	25
(3) Mailed material, school fliers	27	24		10	15
(4) Newspaper	2	2	14	6	5
(5) Son or daughter/student	6	10	7	8	8
(6) Word-of-mouth (friends, relatives)	29	32	21	30	30
	100%	100%	100%	100%	100%

5. Did you hear or read anything about the Magnet School program in newspapers before you decided to enroll your child in the Magnet School program?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Yes	30%	29%	36%	26%	28%
(2) No	66	58	64	67	65
(3) Don't remember	4	13		7	7
	100%	100%	100%	100%	100%

6. Did you see anything on television about the Magnet School program before you decided to enroll your child in it?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Yes	18%	27%		14%	15%
(2) No	77	63	93	80	78
(3) Don't remember	5	10	7	6	7
	100%	100%	100%	100%	100%

7. Did you hear anything on radio about the Magnet School program before you decided to enroll your child in it?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Yes	8%	10%	7%	7%	8%
(2) No	87	80	86	87	86
(3) Don't remember	5	10	7	6	6
	100%	100%	100%	100%	100%

8. Did anyone from the San Diego City Schools contact you and ask you to enroll your child in the Magnet School program? How were you contacted?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) No one from schools contacted respondent	86%	80%	86%	90%	88%
(2) Contacted personally	6	6	14	3	5
(3) Contacted by phone	1	4		2	2
(4) Contacted by mail	7	10		5	5
	100%	100%	100%	100%	100%

9. Did you receive any literature from the San Diego City Schools about the Magnet School program before you decided to enroll your child in it?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Yes	56%	40%	14%	32%	38%
(2) No	41	46	79	61	56
(3) Don't remember	3	14	7	7	6
	100%	100%	100%	100%	100%

10. What elementary Magnet School program is your child enrolled in?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Language school	19%	36%	33%	16%	20%
(2) Fundamental school	50	25	17	21	27
(3) Individualized instruction	8	2	8	16	12
(4) Career opportunities	5	2		6	5
(5) Alternative program	5	5	25	7	7
(6) Don't know	12	30	17	32	27
(7) Other answers	1			2	2
	100%	100%	100%	100%	100%

11. What secondary Magnet School program is your child enrolled in?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Urban Studies Center	6%			9%	7%
(2) Wright Brothers Career High School	50	29		32	34
(3) Muir Alternative	19	6	100	27	23
(4) Don't know	25	65		32	36
	100%	100%	100%	100%	100%

12. How does he/she get to the Magnet School?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Private auto	16%	27%	29%	26%	24%
(2) Bus	58	48	57	31	39
(3) Bicycle		2		1	1
(4) Walks	26	23	14	42	36
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that their children went to school by bus.

13. Does your child have any problems in going to school by bus?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Yes	22%	17%		25%	22%
(2) No	78	83	100	75	78
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that their children were going to school by bus.

14. What problems does your child have?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Bus schedule	54%	80%		43	50%
(2) Student disorder on bus	23			21	20
(3) Overcrowding				4	2
(4) Bus driver disagreeable	8			18	13
(5) Bus ride too long	15	20		7	11
(6) Mechanical problems: running out of gas, breaking down				7	4
	100%	100%		100%	100%

15. How would you rate the education that your child now is getting in the Magnet School? Is your child's education in the Magnet School:

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Excellent	37%	31%	39%	51%	45%
(2) Good	49	47	23	35	39
(3) Fair	8	8	15	7	8
(4) Poor	1	4	8	2	2
(5) Not sure - no opinion	5	10	15	5	6
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that the education their children were getting was excellent or good.

16. Why is it excellent or good?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Good teachers	25%	9%	13%	28%	25%
(2) Good equipment, facilities	2		13	2	2
(3) Good curriculum: interesting programs, subjects	61	71	62	47	53
(4) Good discipline, organization	5			3	3
(5) Individual attention: small classes, learning at own speed	4	11		16	12
(6) Pleasant environment	2	3	12		1
(7) Peers serious about studies				2	2
(8) Other answers	1	6		2	2
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that the education their children were getting was fair or poor.

17. Why is it only fair or poor?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Problems with teachers	22%	25%	25%	9%	14%
(2) Curriculum unconnected to child's needs	56	75	75	52	57
(3) Discipline problems	11			30	23
(4) Lack of individual attention, large classes	11			9	6
	100%	100%	100%	100%	100%

18. As compared with the school that your child previously attended, does your child like the Magnet school:

	Black	Hispanic	Pan Asian	White	TOTAL
(1) More	69%	53%	50%	53%	57%
(2) Less	6	11		7	7
(3) About the same	16	11	50	24	21
(4) Don't know	9	25		16	15
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated their children liked the Magnet School more.

19. Why does your child like the Magnet School more?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Better teachers	25%	13%		22%	21%
(2) More learning, better performance, more interesting program				1	42
(3) Better discipline	43	42		40	4
(4) More individual attention, progress at own spped	5	4		4	13
(5) Pleasanter atmosphere	7	4		18	6
(6) More likable classmates	8	8	50	4	12
(7) Other answers	12	29	50	11	2
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that their children like the Magnet School less.

20. Why does your child like the Magnet School less?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Dislike of teachers	17%	25%		16%	17%
(2) Less learning, poor performance	33	50		21	27
(3) Discipline problems	17			16	14
(4) Hard work, heavy pressure				11	6
(5) Difficulty in getting along with peers	33	25	100	36	36
	100%	100%	100%	100%	100%

21. Do you have any suggestions for improving the Magnet School program? What are your suggestions?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) No suggestions	72%	75%	79%	59%	64%
(2) Solutions to bus problems	7	2		6	6
(3) Better programs: better equipment and instruction, more aides and classrooms	1		7	6	4
(4) More programs: art, language, shop	6	4		11	9
(5) More parent-school contact	1	4		4	3
(6) No teaching of school subjects in Spanish	8	7		5	6
(7) Other answers	5	8	14	9	8
	100%	100%	100%	100%	100%

22. Do you think your child will attend a Magnet School in September?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Yes	79%	80%	77%	73%	75%
(2) No	6	10	15	17	14
(3) Not sure	15	10	8	10	11
	100%	100%	100%	100%	100%

This question was presented to the respondents who stated that their child would not attend a Magnet School in September.

23. Why won't your child attend Magnet School in September? (Why are you not sure that your child will attend Magnet School in September?)

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Moving/graduating	68%	63%	100%	56%	59%
(2) School going only through grade 3		12		6	6
(3) Preference for neighborhood school	8			15	12
(4) Dissatisfaction with Magnet School		25		5	6
(5) Enrollment in private school	8			9	8
(6) Bus problems	8			3	3
(7) Peer problems	8			6	6
	100%	100%	100%	100%	100%

24. Now here are a few items we need for statistical purposes. How far did you go in school?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Less than high school	10%	25%	7%	5%	8%
(2) Completed high school	23	23	7	20	21
(3) Some college or a technical school	47	29	29	35	36
(4) A college degree	17	15	43	26	24
(5) A postgraduate degree	3	8	14	14	11
	100%	100%	100%	100%	100%

25. In what grade is your child who now is attending a Magnet School?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) 1-6 grade	88%	90%	72%	88%	87%
(2) 7-9 grade	2	2	7	2	3
(3) 10-12 grade	10	8	21	10	10
	100%	100%	100%	100%	100%

26. In which one of the following age brackets are you?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) 21-29	22%	27%	14%	13%	16%
(2) 30-39	51	59	65	58	57
(3) 40-49	23	13	14	22	21
(4) 50-59	3		7	6	5
(5) 60 or over	1	1		1	1
	100%	100%	100%	100%	100%

27. Do you subscribe to a daily newspaper? Which one(s)?

	Black	Hispanic	Pan Asian	White	TOTAL
(1) No	46%	48%	22%	27%	32%
(2) Union	21	27	14	38	33
(3) Tribune	30	19	14	16	19
(4) Both Union and Tribune	3	2	36	14	12
(5) LA Times		4	14	3	3
(6) Other answers				2	1
	100%	100%	100%	100%	100%

28. Sex of res

	Black	Hispanic	Pan Asian	White	TOTAL
(1) Male	14%	14%	29%	17%	16%
(2) Female	86	86	71	83	84
	100%	100%	100%	100%	100%

MAGNET SCHOOL SURVEY

1. What was your major reason for enrolling your child in the Magnet School program?

	Elementary	Secondary	TOTAL
(1) Wanted better education for child	49%	43%	49%
(2) Wanted to support voluntary school integration program	8	4	7
(3) Requested by child	3	22	6
(4) Neighborhood school is Magnet	32	14	30
(5) Suggested by principal/teacher	2		1
(6) Child was not doing well elsewhere	6	17	7
	100%	100%	100%

2. Was there any other reason?

	Elementary	Secondary	TOTAL
(1) Wanted better education for child	19%	9%	18%
(2) Wanted to support voluntary school integration program	4		3
(3) Requested by child	2	4	2
(4) No other reason	75	87	77
	100%	100%	100%

3. Who had the greatest interest in enrolling your child in the Magnet School program: you (your spouse), or your child, or were you both equally interested?

	Elementary	Secondary	TOTAL
(1) Parent	65%	33%	62%
(2) Child	4	34	7
(3) Both equally interested	31	33	31
	100%	100%	100%

4. Do you happen to remember where you got most of your information about the Magnet School program before enrolling your child in it?

	Elementary	Secondary	TOTAL
(1) Don't remember/didn't receive any	18%	17%	17%
(2) Through schools: meetings, counselors, principals, teachers	27	20	25
(3) Mailed material, school fliers	16	5	15
(4) Newspaper	4	8	5
(5) Son or daughter/student	6	22	8
(6) Word-of-mouth (friends, relatives)	29	28	30
	100%	100%	100%

5. Did you hear or read anything about the Magnet School program in newspapers before you decided to enroll your child in the Magnet School program?

	Elementary	Secondary	TOTAL
(1) Yes	30%	25%	28%
(2) No	64	63	65
(3) Don't remember	6	12	7
	100%	100%	100%

6. Did you see anything on television about the Magnet School program before you decided to enroll your child in it?

	Elementary	Secondary	TOTAL
(1) Yes	15%	11%	15%
(2) No	79	82	78
(3) Don't remember	6	7	7
	100%	100%	100%

7. Did you hear anything on radio about the Magnet School program before you decided to enroll your child in it?

	Elementary	Secondary	TOTAL
(1) Yes	7%	5%	8%
(2) No	87	88	86
(3) Don't remember	6	7	6
	100%	100%	100%

8. Did anyone from the San Diego City Schools contact you and ask you to enroll your child in the Magnet School program? How were you contacted?

	Elementary	Secondary	TOTAL
(1) No one from schools contacted respondent	88%	90%	88%
(2) Contacted personally	4	8	5
(3) Contacted by phone	2		2
(4) Contacted by mail	6	2	5
	100%	100%	100%

9. Did you receive any literature from the San Diego City Schools about the Magnet School program before you decided to enroll your child in it?

	Elementary	Secondary	TOTAL
(1) Yes	40%	25%	38%
(2) No	54	65	56
(3) Don't remember	6	10	6
	100%	100%	100%

10. What elementary Magnet School program is your child enrolled in?

		Elementary
(1)	Language school	21%
(2)	Fundamental school	28
(3)	Individualized instruction	13
(4)	Career opportunities	4
(5)	Alternative program	5
(6)	Don't know	27
(7)	Other answers	2
		100%

11. What secondary Magnet School program is your child enrolled in?

		Secondary
(1)	Urban Studies Center	8%
(2)	Wright Brothers Career High School	52
(3)	Muir Alternative	38
(4)	Don't know	2
		100%

12. How does he/she get to the Magnet School?

		Elementary	Secondary	TOTAL
(1)	Private auto	25%	27%	24%
(2)	Bus	37	49	39
(3)	Bicycle	1	0	1
(4)	Walks	37	24	36
		100%	100%	100%

This question was presented to the respondents who stated that their children went to school by bus.

13. Does your child have any problems in going to school by bus?

	Elementary	Secondary	TOTAL
(1) Yes	20%	27%	22%
(2) No	80	73	78
	100%	100%	100%

This question was presented to the respondents who stated that their children were going to school by bus.

14. What problems does your child have?

	Elementary	Secondary	TOTAL
(1) Bus schedule	42%	72%	50%
(2) Student disorder on bus	19	28	20
(3) Overcrowding	3		2
(4) Bus driver disagreeable	16		13
(5) Bus ride too long	14		11
(6) Mechanical problems: running out of gas, breaking down	6		4
	100%	100%	100%

15. How would you rate the education that your child now is getting in the Magnet School? Is your child's education in the Magnet School:

	Elementary	Secondary	TOTAL
(1) Excellent	47%	42%	45%
(2) Good	40	35	39
(3) Fair	6	12	8
(4) Poor	2	3	2
(5) Not sure - no opinion	5	8	6
	100%	100%	100%

This question was presented to the respondents who stated that the education their children were getting was excellent or good.

16. Why is it excellent or good?

		Elementary	Secondary	TOTAL
(1)	Good teachers	28%	9%	25%
(2)	Good equipment, facilities	2	2	2
(3)	Good curriculum: interesting programs, subjects	50	65	53
(4)	Good discipline, organization	3	2	3
(5)	Individual attention: small classes, learning at own speed	12	18	12
(6)	Pleasant environment	1	2	1
(7)	Peers serious about studies	2		2
(8)	Other answers	2	2	2
		100%	100%	100%

This question was presented to the respondents who stated that the education their children were getting was fair or poor.

17. Why is it only fair or poor?

		Elementary	Secondary	TOTAL
(1)	Problems with teachers	11%	22%	14%
(2)	Curriculum unconnected to child's needs	60	56	57
(3)	Discipline problems	23	22	23
(4)	Lack of individual attention, large classes	6		6
		100%	100%	100%

18. As compared with the school that your child previously attended, does your child like the Magnet School:

	Elementary	Secondary	TOTAL
(1) More	54%	74%	57%
(2) Less	7	5	7
(3) About the same	22	16	21
(4) Don't know	17	5	15
	100%	100%	100%

This question was presented to the respondents who stated their children liked the Magnet School more.

19. Why does your child like the Magnet School more?

	Elementary	Secondary	TOTAL
(1) Better teachers	22%	10%	21%
(2) More learning, better performance, more interesting program	43	33	42
(3) Better discipline	4	5	4
(4) More individual attention, progress at own speed	11	26	13
(5) Pleasanter atmosphere	4	17	6
(6) More likable classmates	14	7	12
(7) Other answers	2	2	2
	100%	100%	100%

This question was presented to the respondents who stated that their children liked the Magnet School less.

20. Why does your child like the Magnet School less?

		Elementary	Secondary	TOTAL
(1)	Dislike of teachers	11%	25%	17%
(2)	Less learning, poor performance	20	75	27
(3)	Discipline problems	15		14
(4)	Hard work, heavy pressure	8		6
(5)	Difficulty in getting along with peers	46		36
		100%	100%	100%

21. Do you have any suggestions for improving the Magnet School program? What are your suggestions?

		Elementary	Secondary	TOTAL
(1)	No suggestions	61%	78%	64%
(2)	Solutions to bus problems	6	3	6
(3)	Better programs: better equipment and instruction, more aides and classrooms	5	3	4
(4)	More programs: art, language, shop	10	3	9
(5)	More parent-school contact	3	3	3
(6)	No teaching of school subjects in Spanish	6	3	6
(7)	Other answers	9	7	8
		100%	100%	100%

22. Do you think that your child will attend a Magnet School in September?

	Elementary	Secondary	TOTAL
(1) Yes	75%	68%	75%
(2) No	13	22	14
(3) Not sure	12	10	11
	100%	100%	100%

This question was presented to the respondents who stated that their child would not attend a Magnet School in September.

23. Why won't your child attend Magnet School in September? (Why are you not sure that your child will attend Magnet School in September?)

	Elementary	Secondary	TOTAL
(1) Moving/graduating	56%	81%	59%
(2) School going only through grade 3	7		6
(3) Preference for neighborhood school	11	19	12
(4) Dissatisfaction with Magnet School	7		6
(5) Enrollment in private school	8		8
(6) Bus problems	4		3
(7) Peer problems	7		6
	100%	100%	100%

24. Now here are a few items we need for statistical purposes. How far did you go in school?

	Elementary	Secondary	TOTAL
(1) Less than high school	7%	10%	8%
(2) Completed high school	20	33	21
(3) Some college or a technical school	38	30	36
(4) A college degree	24	15	24
(5) A postgraduate degree	11	12	11
	100%	100%	100%

25. In what grade is your child who now is attending a Magnet School?

	Elementary	Secondary	TOTAL
(1) 1-6 grade	100%		87%
(2) 7-9 grade		20	3
(3) 10-12 grade		80	10
	100%	100%	100%

26. In which one of the following age brackets are you?

	Elementary	Secondary	TOTAL
(1) 21-29	18%	2%	16%
(2) 30-39	60	32	57
(3) 40-49	18	43	21
(4) 50-59	3	18	5
(5) 60 or over	1	5	1
	100%	100%	100%

27. Do you subscribe to a daily newspaper? Which one(s)?

	Elementary	Secondary	TOTAL
(1) No	31%	32%	32%
(2) Union	35	28	33
(3) Tribune	20	20	19
(4) Both Union and Tribune	11	14	12
(5) LA Times	2	3	3
(6) Other answers	1	3	1
	100%	100%	100%

28. Sex of respondent:

	Elementary	Secondary	TOTAL
(1) Male	15%	18%	16%
(2) Female	85	82	84
	100%	100%	100%

SCHOOL TRANSFER/WITHDRAWAL SURVEY

During the period March 1-October 7, 1977, a total of 8,786 white (anglo) students withdrew from or transferred out of the San Diego City Schools and were accounted for under one of the three following computer codes: "transfer within district," "transfer within county," and "dropped - transferred to an unspecified school or whereabouts unknown - not over 18." The survey here reported attempted to determine if the school integration program was a factor in the departure of white (anglo) students in these three computer codes from the San Diego City Schools.

Eliminated from the population under study were such computer categories as "transfer within state," "transfer out of state," "graduated," "deceased," "institutionalized (correctional or treatment)," etc. Although the intent of the survey was to narrow its focus to students still living in the county, survey results indicated that some students reported under one of the categories mentioned in the first paragraph were living outside San Diego County.

A total of 500 parents of students in the three categories listed in the first paragraph were randomly selected. On February 27, 1978, these parents were mailed a brief questionnaire, directed to their last known address and accompanied by a covering letter and a stamped return envelope. Forty-five of these letters came back as undeliverable. A second mailing was made on March 14, 1978, to those who did not reply to the first mailing, but eliminating the 45 parents for whom there was no current information on address. Finally, utilizing information supplied by the school last attended by the student and information stored in the computer, a telephone list was compiled of all parents who had not responded to the mail questionnaires. Thirty-one of these parents were interviewed by telephone during the period April 1-6, 1978.

As of April 20, 1978, information had been provided by 307 parents. Of these 307 parents, 14 reported that their children still were in the San Diego City Schools. Therefore, the statistics given in this report deal with 293 white (anglo) children who have left the San Diego City Schools during the period March 1-October 7, 1977. The results were as follows:

1. Where is your child now?

		N=293
	Public school outside San Diego County	32%
(2)	Public school, other area of San Diego County	31
(3)	Parochial school	19
(4)	Other private schools	11
(5)	Graduated or no longer enrolled in school	7
	TOTAL	100%

2. What were the reasons which led your child to leave the San Diego City Schools? (Check one or more.)

		N=293*
(1)	Moved outside of the San Diego Unified School District	61%
(2)	Believed that the new school had a better educational program than the San Diego City Schools	39
(3)	Concerned about the integration program of the San Diego City Schools and the possibility of mandatory busing	19
(4)	Dropped out of school	3
(5)	Graduated	2
(6)	Traveled	1
(7)	Other reasons	3

3. If school integration in any way influenced your decision to move, change schools, or withdraw your child from school, how much influence did it have on your decision? (Check one.)

		N=293
(1)	Very little influence	23%
(2)	A definite factor, but one of several	22
(3)	The principal factor	5
(4)	No influence	50
	TOTAL	100%

When children who have moved to another San Diego County School District (N=91) are combined with those who now are in private schools (N=88), and when those who have moved outside of San Diego County (N=95) and those no longer in school (N=19) are eliminated, the results in question 3 are:

(1)	Very little influence	21%
(2)	A definite factor, but one of several	27
(3)	The principal factor	8
(4)	No influence	44
	TOTAL	100%

*Percentages total to more than 100 because of multiple answers.

CERTIFICATED PERSONNEL SURVEY

DESCRIPTION OF FIELD WORK

The Certificated Personnel Survey was sent out on March 24, 1978, to all certificated personnel in the San Diego City Schools with the requirement that all questionnaires were to be returned no later than April 14, 1978. The statistics presented in the following pages are based on 2,644 completed questionnaires. There are 5,865 certificated personnel in the San Diego City Schools.

A special effort was made to protect the anonymity of respondents. The last page of the questionnaire, which could be torn off, provided an opportunity for the respondent to give suggestions for dealing with the problems of school integration. On request, the respondent was given postage to mail the "free answer" page to The San Diego Poll's post office box.

CERTIFICATED PERSONNEL SURVEY

1. How do you feel about the speed with which the San Diego City Schools have been moving toward racial integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Too fast	13%	11%	6%	8%	12%
(2) Not fast enough	16	24	21	24	17
(3) Just about the right speed	54	54	68	56	56
(4) Not sure	17	11	5	12	15
	100%	100%	100%	100%	100%

2. At the school level at which you work, which one of the following racial or ethnic mixes do you think would produce the best overall education for minority students (e.g., Mexican-American and black)?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) 95% white (anglo) and 5% minority	18%	6%	6%	10%	16%
(2) 67% white (anglo) and 33% minority	59	79	82	57	62
(3) 50% white (anglo) and 50% minority	16	8	8	24	15
(4) 33% white (anglo) and 67% minority	5	6	4	7	5
(5) 0% white (anglo) and 100% minority	2	1		2	2
	100%	100%	100%	100%	100%

3. At the school level at which you work, which one of the following racial or ethnic mixes do you think would produce the best overall education for white (anglo) students?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) 100% white (anglo) and 0% minority	16%	6%	5%	15%	15%
(2) 67% white (anglo) and 33% minority	64	82	83	59	67
(3) 50% white (anglo) and 50% minority	16	7	9	22	15
(4) 33% white (anglo) and 67% minority	3	4	3	1	2
(5) 5% white (anglo) and 95% minority	1	1		3	1
	100%	100%	100%	100%	100%

4. In your opinion, which offers a better prospect of a good educational experience for a minority student (Mexican-American or black):

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Participation in the Voluntary Ethnic Enrollment Program	66%	66%	64%	57%	65%
(2) Paired school two-way mandatory busing with classrooms made up of about two-thirds white (anglo) and about one-third minority (mostly Mexican-American and black) students	12	19	20	16	13
(3) Not sure	22	15	16	27	22
	100%	100%	100%	100%	100%

5. A Magnet School is planned to be a racially integrated school, offering special in-depth studies or training in various fields. In your opinion, does the Magnet School have the potential for providing a valuable educational experience for minority students (e.g., black and Mexican-American)?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	68%	81%	90%	78%	71%
(2) No	13	13	4	9	12
(3) Not sure	19	6	6	13	17
	100%	100%	100%	100%	100%

6. In your opinion, does the Magnet School, with a racially integrated student body, have the potential of providing a valuable educational experience for white (anglo) students?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	72%	87%	92%	80%	75%
(2) No	13	8	2	10	12
(3) No opinion	15	5	6	10	13
	100%	100%	100%	100%	100%

Elementary school certificated personnel were asked to answer the following.

7. Does the Specialized Learning Centers program have the potential of providing a valuable educational experience for white (anglo) students?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	63%	67%	84%	80%	65%
(2) No	9	3	4	2	8
(3) Not sure	28	30	12	18	27
	100%	100%	100%	100%	100%

8. At this time, do you favor or oppose paired school two-way mandatory busing of elementary school children, with travel each way of about 30 minutes and with a racial or ethnic mix in the participating schools of about two-thirds white (anglo) and about one-third minority (Mexican-American and black)?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Favor	13%	20%	24%	20%	15%
(2) Oppose	74	63	68	59	73
(3) Not sure	13	17	8	21	12
	100%	100%	100%	100%	100%

The following question was asked if respondent was in favor of the proposal in question 8.

9. Would you still be in favor of this proposal if the travel time each way were 30-45 minutes?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	17%	17%	35%	13%	18%
(2) No	70	71	52	61	68
(3) Not sure	13	12	13	26	14
	100%	100%	100%	100%	100%

10. In your opinion, what is the maximum time (one way) that an elementary school child should ride a bus from one school to another?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) 0-9 minutes	29%	6%	3%	14%	26%
(2) 10-20 minutes	48	42	27	52	46
(3) 21-30 minutes	18	42	48	31	21
(4) 31-45 minutes	4	10	18	3	6
(5) 46-60 minutes	1		4		1
	100%	100%	100%	100%	100%

Certificated elementary personnel directly involved in the Magnet School program were asked to answer the following.

11. Overall, how would you rate the Magnet School program as it currently is operating:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Excellent	14%	29%	28%		15%
(2) Good	29	21	41	41	30
(3) Fair	19	21	21	29	20
(4) Poor	8	7	3	18	8
(5) No opinion	30	22	7	12	27
	100%	100%	100%	100%	100%

Certificated elementary personnel directly involved in the Learning Center program were asked to answer the following.

12. Overall, how would you rate the Learning Center program as it now is operating:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Excellent	10%	20%	21%	13%	11%
(2) Good	31	40	48	33	33
(3) Fair	19	10	14	20	18
(4) Poor	6		7	27	7
(5) No opinion	34	30	10	7	31
	100%	100%	100%	100%	100%

Certificated elementary personnel directly involved in the Voluntary Ethnic Enrollment Program were asked to answer the following.

13. Overall, how would you rate the Voluntary Ethnic Enrollment Program as it now is operating:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Excellent	12%	6%	9%	13%	11%
(2) Good	34	44	41	19	35
(3) Fair	20	28	36	44	23
(4) Poor	14	22	11	19	14
(5) No opinion	20		3	5	17
	100%	100%	100%	100%	100%

Junior or senior high school certificated personnel were asked to answer the following.

14. At this time, do you favor or oppose paired school two-way compulsory busing of junior high and high school students with travel each way of about 30 minutes and with a racial or ethnic mix in the participating schools of about two-thirds white (anglo) and about one-third minority (Mexican-American and black)?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Favor	14%	20%	17%	22%	15%
(2) Oppose	77	75	73	74	77
(3) Not sure	9	5	10	4	8
	100%	100%	100%	100%	100%

The following question was asked if respondent was in favor of the proposal in question 14.

15. Would you still be in favor of this proposal if the travel time each way were 30-45 minutes?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	18%	38%	41%	11%	22%
(2) No	72	52	44	78	68
(3) Not sure	10	10	15	11	10
	100%	100%	100%	100%	100%

16. In your opinion, what is the maximum time (one way) that a junior high school child should ride a bus from one school to another?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) 0-9 minutes	21%	10%	5%	16%	19%
(2) 10-20 minutes	48	35	28	33	44
(3) 21-30 minutes	26	45	45	45	30
(4) 31-45 minutes	4	10	20	6	6
(5) 46-60 minutes	1		2		1
	100%	100%	100%	100%	100%

17. In your opinion, what is the maximum time (one way) that a high school student should ride a bus from one school to another?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) 0-9 minutes	16%	9%	4%	16%	14%
(2) 10-20 minutes	36	27	16	21	33
(3) 21-30 minutes	37	46	48	50	40
(4) 31-45 minutes	9	17	28	13	11
(5) 46-60 minutes	2	1	4		2
	100%	100%	100%	100%	100%

Certificated secondary personnel directly involved in the Magnet School program were asked to answer the following.

18. Overall, how would you rate the Magnet School program as it currently is operating:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Excellent	5%	7%	11%		6%
(2) Good	19	36	26	17	21
(3) Fair	20	9	34	17	20
(4) Poor	23	22	18	25	23
(5) No opinion	33	26	11	41	30
	100%	100%	100%	100%	100%

Certificated secondary personnel directly involved in the Voluntary Ethnic Enrollment program were asked to answer the following.

19. Overall, how would you rate the Voluntary Ethnic Enrollment Program as it now is operating:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Excellent	8%	9%	16%	4%	9%
(2) Good	34	35	52	33	35
(3) Fair	31	33	22	44	31
(4) Poor	18	19	10	15	17
(5) No opinion	9	4		4	8
	100%	100%	100%	100%	100%

The following were answered by everyone.

20. How would you rate the race/human relations program in which you have participated?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Excellent	9%	8%	21%	14%	10%
(2) Good	32	34	42	25	33
(3) Fair	31	34	28	25	31
(4) Poor	18	18	7	17	17
(5) Have not yet participated	10	6	2	19	9
	100%	100%	100%	100%	100%

21. How frequently do you participate in the race/human relations program at your school or site?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) More than once a week	9%	3%	18%	8%	9%
(2) Once a week	7	6	7	8	7
(3) Several times a month	16	15	25	9	17
(4) Once a month	28	45	27	29	28
(5) Less than once a month	40	31	23	46	39
	100%	100%	100%	100%	100%

22. Were you personally involved in the preparation of the race/human relations program at your school or site?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	32%	34%	76%	35%	36%
(2) No	68	66	24	65	64
	100%	100%	100%	100%	100%

23. Did a representative from your employee unit help develop the race/human relations program at your school or site?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	88%	87%	91%	86%	88%
(2) No	12	13	9	14	12
	100%	100%	100%	100%	100%

24. In your opinion, should the race/human relations program for teachers, counselors, and administrators be mandatory, with all staff groups participating in program development?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	39%	56%	64%	60%	42%
(2) No	42	26	24	25	39
(3) Not sure	19	18	12	15	19
	100%	100%	100%	100%	100%

25. In your opinion, as racial integration of students increases in the San Diego City Schools in the next year or two, will discipline problems:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Increase	58%	53%	39%	43%	56%
(2) Decrease	3	1	5	5	3
(3) Remain at about the present level	23	32	42	31	25
(4) Not sure	16	14	14	21	16
	100%	100%	100%	100%	100%

26. In your opinion, as racial integration of students increases in the San Diego City Schools in the next year or two, will racial tensions:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Increase	45%	42%	37%	31%	43%
(2) Decrease	9	8	15	11	9
(3) Remain at about the present level	24	28	36	30	26
(4) Not sure	22	22	12	28	22
	100%	100%	100%	100%	100%

27. Have you ever taught in a school in which 20% or more of the students were members of minority groups (e.g., black or Mexican-American)?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	84%	86%	89%	84%	84%
(2) No	16	14	11	16	16
	100%	100%	100%	100%	100%

28. Do you now have children enrolled in the San Diego City Schools?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Yes	22%	21%	28%	29%	23%
(2) No	78	79	72	71	77
	100%	100%	100%	100%	100%

29. In which type of school do you work?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Elementary	51%	10%	40%	41%	48%
(2) Junior high	20	30	14	16	20
(3) Senior high	23	50	17	15	24
(4) Education Center	1	3	19	7	2
(5) Other	5	7	10	21	6
	100%	100%	100%	100%	100%

30. In which one of the following categories do you work?

	TOTAL
(1) Teacher	83%
(2) Counselor	5
(3) Administrator	8
(4) Other	4
	100%

31. How long have you been employed by the San Diego City Schools?

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Less than 1 year	3%	2%	1%	10%	3%
(2) 1-3 years	8	3		15	8
(3) 4-6 years	11	6	5	18	10
(4) 7-10 years	23	12	10	10	21
(5) More than 10 years	55	77	84	47	58
	100%	100%	100%	100%	100%

32. Sex:

	Teacher	Counselor	Administrator	Other	TOTAL
(1) Male	34%	58%	66%	23%	37%
(2) Female	66	42	34	77	63
	100%	100%	100%	100%	100%

CLASSIFIED PERSONNEL SURVEY

DESCRIPTION OF FIELD WORK

The Classified Personnel Survey was sent out on March 24, 1978, to all classified personnel in the San Diego City Schools with the requirement that all questionnaires were to be returned no later than April 14, 1978. The statistics presented in the following pages are based on 1,772 completed questionnaires. There are 5,078 classified personnel in the San Diego City Schools.

A special effort was made to protect the anonymity of respondents. The last page of the questionnaire, which could be torn off, gave the respondent an opportunity to supply suggestions for dealing with the problems of school integration. On request, the respondent was given postage to mail the "free answer" page to The San Diego Poll's post office box.

CLASSIFIED PERSONNEL SURVEY

1. How do you feel about the speed with which the San Diego City Schools have been moving toward racial integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Too fast	10%	17%	21%	11%	19%	14%
(2) Not fast enough	20	18	12	17	12	17
(3) Just about the right speed	51	47	49	53	42	49
(4) Not sure - no opinion	19	18	18	19	27	20
	100%	100%	100%	100%	100%	100%

2. In general, do you favor or oppose children attending a school where about two-thirds of the students are white (anglo) and about one-third are mostly black and Mexican-American?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Favor	61%	58%	62%	74%	61%	62%
(2) Oppose	18	20	17	12	21	18
(3) Not sure - no opinion	21	22	21	14	18	20
	100%	100%	100%	100%	100%	100%

3. Do you favor or oppose children of various races from different parts of the city going together on field trips to places such as the Zoo and Sea World?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Favor	90%	88%	87%	92%	82%	88%
(2) Oppose	5	9	7	5	11	7
(3) Not sure - no opinion	5	3	6	3	7	5
	100%	100%	100%	100%	100%	100%

4. The Voluntary Ethnic Enrollment Program is an existing racial integration program. It permits students to transfer to racially integrated schools if this leads to more racial balance in the schools involved. Transportation is provided by the district. Do you favor or oppose the Voluntary Ethnic Enrollment Program?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Favor	75%	68%	69%	80%	69%	73%
(2) Oppose	18	26	25	15	24	21
(3) Not sure - no opinion	7	6	6	5	7	6
	100%	100%	100%	100%	100%	100%

5. One way of achieving racial balance in the San Diego City Schools is to require the busing of children of all races. In general, do you favor or oppose the mandatory busing of schoolchildren to achieve racial balance?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Favor	16%	16%	6%	6%	8%	12%
(2) Oppose	78	79	89	88	87	82
(3) Not sure - no opinion	6	5	5	6	5	6
	100%	100%	100%	100%	100%	100%

6. If a student were required to be bused only one semester out of 12 school years, and if the maximum time of the bus ride were 30 minutes each way, would you go along with this?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Yes	33%	39%	31%	45%	30%	34%
(2) No	54	53	59	45	62	55
(3) Not sure - no opinion	13	8	10	10	8	11
	100%	100%	100%	100%	100%	100%

Below is a list of statements some people have made about school integration in San Diego. For each, indicate whether you agree or disagree.

7. Integration will provide a better education for most black and Mexican-American students. Do you agree or disagree?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Agree	35%	33%	31%	38%	32%	34%
(2) Disagree	49	57	60	42	53	51
(3) Not sure - no opinion	16	10	9	20	15	15
	100%	100%	100%	100%	100%	100%

8. Integration will provide a better education for most white (anglo) students. Do you agree or disagree?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Agree	27%	26%	21%	31%	20%	25%
(2) Disagree	57	66	68	54	67	61
(3) Not sure - no opinion	16	8	11	15	13	14
	100%	100%	100%	100%	100%	100%

9. Integration will risk the safety of students. Do you agree or disagree?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Agree	37%	46%	46%	35%	47%	41%
(2) Disagree	42	40	38	41	37	40
(3) Not sure - no opinion	21	14	16	24	16	19
	100%	100%	100%	100%	100%	100%

10. Integration will lead to an increase in discipline problems in the schools. Do you agree or disagree?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Agree	54%	64%	63%	54%	62%	58%
(2) Disagree	33	27	23	28	25	29
(3) Not sure - no opinion	13	9	14	18	13	13
	100%	100%	100%	100%	100%	100%

11. Integration will improve personal relationships and cultural understanding among students. Do you agree or disagree?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Agree	61%	54%	41%	60%	49%	55%
(2) Disagree	24	31	41	22	36	29
(3) Not sure - no opinion	15	15	18	18	15	16
	100%	100%	100%	100%	100%	100%

12. How would you rate the race/human relations program in which you have participated?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Excellent	10%	5%	4%	9%	6%	8%
(2) Good	29	27	25	33	22	28
(3) Fair	22	31	32	28	27	26
(4) Poor	7	13	16	16	19	12
(5) Have not yet participated	32	24	23	14	26	26
	100%	100%	100%	100%	100%	100%

13. How frequently do you participate in the race/human relations program at your school or site?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) More than once a week	12%	9%	13%	4%	6%	10%
(2) Once a week	5	8	4	2	3	4
(3) Several times a month	10	8	10	5	8	8
(4) Once a month	17	21	12	23	18	18
(5) Less than once a month	56	54	61	66	65	60
	100%	100%	100%	100%	100%	100%

14. Were you personally involved in the preparation of the race/human relations program at your school or site?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Yes	24%	12%	13%	18%	15%	19%
(2) No	76	88	87	82	85	81
	100%	100%	100%	100%	100%	100%

15. Did a representative from your employee unit help develop the race/human relations program at your school or site?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Yes	67%	62%	41%	65%	47%	59%
(2) No	33	38	59	35	53	41
	100%	100%	100%	100%	100%	100%

16. In which type of school do you work?

	TOTAL
(1) Elementary	43%
(2) Junior high	13
(3) Senior high	14
(4) Education Center	13
(5) Other	17
	100%

17. How long have you been employed by the San Diego City Schools?

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Less than 1 year	20%	12%	10%	16%	19%	17%
(2) 1-3 years	31	21	21	20	24	26
(3) 4-6 years	20	18	14	21	18	19
(4) 7-10 years	11	19	19	15	10	14
(5) More than 10 years	18	30	36	28	29	24
	100%	100%	100%	100%	100%	100%

18. Sex:

	Elementary	Junior High	Senior High	Education Center	Other	TOTAL
(1) Male	20%	23%	28%	26%	52%	28%
(2) Female	80	77	72	74	48	72
	100%	100%	100%	100%	100%	100%

SECONDARY SCHOOL STUDENT SURVEY - MAGNET

DESCRIPTION OF FIELD WORK

The Secondary School Student Survey - Magnet was administered to 285 students during the period April 11-12, 1978. Answers were recorded on forms which permitted machine scoring. Answers were anonymous.

SECONDARY SCHOOL STUDENT SURVEY - MAGNET

1. Not counting this school, have you ever been a student in a school in which about one out of five or more of the students were white (anglo)?

	TOTAL
(1) Yes	73%
(2) No	27
	100%

2. Not counting this school, have you ever been a student in a school in which about one out of five or more of the students were black or Mexican-American?

	TOTAL
(1) Yes	75%
(2) No	25
	100%

3. In general, do you think it is a good idea or a poor idea for students to attend schools that have about the same mix of blacks, whites (anglos), Mexican-Americans, and students of other races as there are persons of different races in the city of San Diego?

	TOTAL
(1) Good idea	58%
(2) Poor idea	17
(3) Not sure	25
	100%

4. Is this school a safe place in which to be?

	TOTAL
(1) Yes	85%
(2) No	6
(3) Not sure	9
	100%

5. Are you getting a good education at this school?

	TOTAL
(1) Yes	78%
(2) No	7
(3) Not sure	15
	100%

6. How do you think you are doing this year in your schoolwork? Are you doing very well, about average, or not so well?

	TOTAL
(1) Very well	32%
(2) About average	50
(3) Not so well	15
(4) Not sure	3
	100%

7. How long have you lived in San Diego County?

	TOTAL
(1) Less than 1 year	3%
(2) 1-4 years	13
(3) 5 or more years	84
	100%

8. What is your sex?

	TOTAL
(1) Male	48%
(2) Female	52
	100%

9. Are you in grade grouping 7-9 or grade grouping 10-12?

	TOTAL
(1) Grades 7-9	15%
(2) Grades 10-12	85
	100%

ELEMENTARY SCHOOL STUDENT SURVEY - MAGNET

DESCRIPTION OF FIELD WORK

The Elementary School Student Survey - Magnet was administered to 1,320 students during the week of April 10, 1978. Answers were recorded on forms which permitted machine scoring. Answers were anonymous.

ELEMENTARY SCHOOL STUDENT SURVEY - MAGNET

1. Are you a boy or girl?

	TOTAL
(1) Boy	48%
(2) Girl	52
	100%

2. How long have you lived in San Diego?

	TOTAL
(1) Less than 1 year	6%
(2) 1 or 2 or 3 years	13
(3) 4 or more years	81
	100%

3. Are you learning a lot at school?

	TOTAL
(1) Yes	82%
(2) No	4
(3) Not sure	14
	100%

4. How do you feel about your work in school? I am doing:

	TOTAL
(1) Very well	35%
(2) Well	46
(3) Not so well	9
(4) Not sure	10
	100%

5. Do you feel it is a good idea for children to go to a school where there are white, black, and Mexican-American children and children of other races?

	TOTAL
(1) Yes	70%
(2) No	12
(3) Not sure	18
	100%

6. How do you like the children from other schools whom you meet at your school?

	TOTAL
(1) Very much	44%
(2) A little	36
(3) Not sure	20
	100%

7. Before going to this school, did you ever go to a school where there were many white, black, and Mexican-American children and children of other races?

	TOTAL
(1) Yes	44%
(2) No	56
	100%

ELEMENTARY SCHOOL STUDENT SURVEY - LEARNING CENTER

DESCRIPTION OF FIELD WORK

The Elementary School Student Survey - Learning Center was administered to 759 students during the week of April 10, 1978. Answers were recorded on forms which permitted machine scoring. Answers were anonymous.

ELEMENTARY SCHOOL STUDENT SURVEY - LEARNING CENTER

1. Are you a boy or girl?

	TOTAL
(1) Boy	49%
(2) Girl	51
	100%

2. How long have you lived in San Diego?

	TOTAL
(1) Less than 1 year	8%
(2) 1 or 2 or 3 years	16
(3) 4 or more years	76
	100%

3. How do you feel about your work in school? I am doing:

	TOTAL
(1) Very well	35%
(2) Well	46
(3) Not so well	6
(4) Not sure	13
	100%

4. Do you feel it is a good idea for children to go to a school where there are white, black, and Mexican-American children and children of other races?

	TOTAL
(1) Yes	59%
(2) No	13
(3) Not sure	28
	100%

5. Do you like spending one day each week at the Grantville Learning Center to learn more about art and music?

	TOTAL
(1) Yes	61%
(2) No	19
(3) Not sure	20
	100%

6. Have you learned more about art and music by going to the Learning Center?

	TOTAL
(1) Yes	71%
(2) No	13
(3) Not sure	16
	100%

7. How do you like the children from other schools whom you have met at this school?

	TOTAL
(1) Very much	26%
(2) A little	51
(3) Not sure	23
	100%

8. Before going to this school, did you ever go to a school where there were many white, black, and Mexican-American children and children of other races?

	TOTAL
(1) Yes	35%
(2) No	65
	100%